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AUTHOR Frank, Gloria; And Others
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ABSTRACT

This booklet consists of a list of instructional objectives and a content outline for the beginning and intermediate levels of the Montgomery County (Maryland) public ESL program. The publication was prepared to identify performance objectives and to provide guidelines for teachers and administrators, both for teaching and for forming realistic expectations of the students. Objectives for both levels include mastery of the four language skills through the audiolingual approach. For the beginning level, course content is centered on situations and topics which the student will encounter in the United States. These topics include classroom and school procedures, food, social formulas, numbers and measurements, health and safety, weather, shopping, family and occupations, home and community, recreation, and transportation. Grammar and vocabulary relevant to the given topic are introduced in each unit. The intermediate level is organized into structural units, each one dealing with a specific issue of grammar. Vocabulary and situations for practice are left to the discretion of the teacher. (CLK)

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INSTRUCTIONAL OBJECTIVES

and

CONTENT OUTLINE

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

(ESOL)

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Montgomery County Public Schools
Rockville, Maryland
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Superintendent of Schools

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INTRODUCTION

This document consists of (1) a listing of instructional objectives and (2) the content outline for the Montgomery County Public Schools program of English for Speakers of Other Languages (ESOL) at the Beginning and Intermediate Levels.

It has been developed to:

1. Identify the instructional objectives that most ESOL students will master as beginning and intermediate students of ESOL

2. Provide ESOL teachers, classroom teachers, aides, and volunteers with sequential guidelines for teaching ESOL students

3. Provide teachers, counselors, and school administrators with realistic guidelines for expectations of the ESOL student

Students placed in the **Beginning Level** usually are those who have little or no knowledge of English. They receive instruction in the four language skills: listening, speaking, reading, and writing. The structures and vocabulary to be studied in the Beginning Level have been incorporated into eleven situations which ESOL students will encounter in the United States.

Intermediate Level students usually have had instruction in English either in their native country or in classes in the United States. They study more advanced structure and more difficult materials with more attention devoted to reading and writing. Situations have been suggested for use at this level, leaving it up to the teachers to choose the situations and vocabulary that would best meet the needs of their ESOL students as they master the structures of English outlined for this level.

Placement in ESOL classes is based on a broad profile of study. Standardized tests are being developed to assist ESOL and classroom teachers and administrators in student's original placement in ESOL classes and exit from ESOL classes.

The units accompanying the Beginning Level objectives should not be considered as one lesson to be covered in one or two days. In most cases, many weeks of study will be necessary to complete a unit. Moreover, while it is not necessary that the *situations* (classroom, foods, social formulas, etc.) be studied in the order indicated, it is suggested that the *structures* be taught in the sequence outlined.

Packets of materials are being developed to accompany the units to be studied at the Beginning Level of ESOL. These may be used in conjunction with the approved texts and instructional materials.

Because language learning is sequential, the simple structures must be mastered before those more complex can be learned. Therefore, the instructional objectives are the same for elementary school and secondary school ESOL students. However, the focus may be different. The time spent and the emphasis put on the four language skills (listening, speaking, reading, and writing) will depend on the age, maturity, and grade level of the students. For example, young elementary school students will need less drill to master the pronunciation and intonation patterns of the English language than the older students. On the other hand, the secondary students will need to master the reading and writing skills sooner and in more depth.

At no time should levels of achievement be equated with the amount of time the student has been an ESOL student. Advancement from the Beginning Level to the Intermediate Level depends on mastery of material rather than length of time in the program, and it differs with each student.

INSTRUCTIONAL OBJECTIVES – ESOL
BEGINNING LEVEL

GOAL

The goal of the ESOL program is to provide adequate instruction so that each ESOL student will be able to function linguistically and culturally in his school. The audio-lingual approach which stresses the four language skills – listening, speaking, reading, and writing – is used.

At the conclusion of the Beginning Level of ESOL the student will perform in the following areas in a manner appropriate to his age, maturity, and grade level in the four skills: listening, speaking, reading, and writing.

1. Classroom and school procedures
2. Foods
3. Social formulas (greetings, introductions, courtesy expressions)
4. Numbers in connection with mathematics, phone numbers, addresses, times, dates, and measurement
5. Health and safety
6. Weather, seasons, and climate
7. Shopping for food and clothing
8. Family and occupations
9. Community buildings and services

10. Recreational pastimes

11. Transportation

OBJECTIVES

I. Listening

A. Student listens to and understands the following structures:

1. Affirmative, negative, and interrogative utterances, including tag questions, contractions, and both long and short answers

2. Determiners: *a, an, the, this, that, these, those, some, any, many, much*

3. Singular and plural nouns and pronouns

4. Regular verbs and those irregular verbs which appear below in the present, present and continuous, past, future, and present perfect tenses

to be	to make	to feel
to have	to swim	to know
to drink	to throw	to begin
to eat	to sell	to take
to buy	to fall	to ride
to bring	to wear	
to go	to put	
to come	to bring	
to run	to see	
to drive	to write	
to tell	to hear	
to do	to leave	
to give	to speak	

5. Auxiliary Verbs

6. Imperatives

7. Interrogative words: *who, what, where, when, how*

8. Possessives of nouns, pronouns, and adjectives

9. Common prepositions:

to	up
from	down
in	over
out	under
on	between
off	among
above	before
into	after
beside	next to
at	in front of
toward	in back of
by	across

10. English sentence patterns:

N + V	He's running.
N + V + DO	He sees Mary.
N + V + C	I am the student.
	I'm going to the cafeteria.
	I am tall.
N + V + IO + DO	He gave me the book.
N + V + DO + Prep. Phrase	I put the book on the table.

11. English intonation patterns:

    2, 3, 1 (basic declarative sentence)
    e.g., He sees Mary.
    2, 3, 3 (yes, no questions)
    e.g., Are you going?
    2, 3, 1 (question)
    e.g., Where's he going?
    3, 2, 1 (imperative)
    e.g., Go to your room!

12. Introducers

Here is	There is . . . .
Here are	There are . . . .

13. Common adjectives including those of size, color, and nationality

14. Comparative and superlative of adjectives

15. Indefinite pronouns:

somebody	nobody
someone	anyone
anybody	no one

16. Common adverbs of time, place, manner, and frequency

17. Multiple subjects and verbs

B. The student listens and responds to the sounds, stress, rhythm, and intonation patterns of English.

C. The student listens to and responds in the following situations:

1. Student identifies subject of a simple exchange of dialogue.

2. Student identifies the proper oral rejoinders to simple oral questions or statements.

3. Student understands routine classroom directions.

4. Student understands recombination of familiar material after several hearings.

II. Speaking

The student mimics utterances with good rhythm, intonation, and pronunciation and produces original utterances well enough to be understood.

A. Repetition

1. Student imitates the sounds of English accurately.

2. Student imitates the dialogue sentences and structures practiced at this level.

3. Student learns alphabet by repetition.

B. Controlled (teacher-motivated responses)

1. Student answers simple questions on subjects which he understands aurally, correctly manipulating the pronoun and verb in the present, present continuous, past, future, and present perfect tenses. (See verbs listed in C.2.)

2. Student answers simple questions containing interrogative words on subjects which he understands aurally.

3. Student answers simple questions, using the negative form of the verb in the present, present continuous, past, future, and present perfect tenses.

4. Student responds to simple questions involving the following:

   a) Classroom and school procedures

   b) Foods

   c) Social formulas (greetings, introductions, courtesy expressions)

   d) Numbers, shapes, and measurements

   e) Health and safety

   f) Weather, seasons, and climate

   g) Shopping for food and clothing

   h) Family and occupations

   i) Home and community

   j) Recreation

   k) Transportation

5. Student uses cardinal numbers 1-1000 and ordinal numbers 1st-31st, and the fractions 1/4, 1/2, 3/4.

6. Student uses the names of common colors.

C. Original (creative expression)

1. Student spells orally using the English alphabet.

2. Student uses the following verbs in the present, present continuous, past, future, and present perfect tenses:

to be	to swim
to have	to throw
to drink	to sell
to eat	to fall
to buy	to wear
to bring	to put
to go	to see
to come	to write
to run	to hear
to drive	to leave
to tell	to speak
to do	to know
to give	to take
to feel	to ride
to begin	modals
to make	(helping verbs)

3. Student uses singular and plural forms of nouns and pronouns.

4. Student uses pronoun direct objects.

5. Student uses possessive nouns, pronouns, and adjectives.

6. Student uses determiners.

7. Student uses regular adjectives in the comparative and superlative.

8. Student uses the following sentence patterns:

N + V	He's running.
N + V + DO	He sees Mary.
N + V + IO + DO	He gave me the book.
N + V + C	I am the student.
	I'm going to the cafeteria.
	I am tall.
N + V + DO + Prep. Phrase	I put the book on the table.

9. Student uses basic intonation patterns.

10. Student uses appropriate introducers.

11. Student uses indefinite pronouns.

12. Student uses adverbs of time, place, manner, and frequency.

III. Reading

The vocabulary and language structures which serve for reading are those which have been previously mastered aurally-orally in the student's development of the listening-speaking skills.

A. Teacher-guided reading

1. Student reads basic dialogues and other materials based on vocabulary and structures previously mastered aurally-orally.

2. Student reads questions and answers.

3. Student reads aloud, following model of native speaker, or reads silently a variety of conversations and recombinations of both vocabulary and language structures.

4. Student uses word attack skills to read vocabulary and structures previously mastered orally.

B. Teacher motivated reading

Not to be expected until Intermediate Level

C. Independent reading

Not to be expected until Intermediate Level

IV. Writing

All written work is based on vocabulary and structures which the student has first learned orally.

A. Dictated Composition

1. The student writes the Roman alphabet.

2. The student copies material which he has learned orally.

3. The student spells as dictated sentences and words that he has learned orally for this purpose.

B. Controlled Composition

1. The student writes answers to questions based on dialogues, conversations, or stories after having answered them orally.

2. The student writes a paragraph based on questions from dialogues, conversations, and stories.

C. Free composition

Not to be attempted at this time

INSTRUCTIONAL OBJECTIVES – ESOL
INTERMEDIATE LEVEL

The student will have the vocabulary and structures necessary to understand more complex versions of situations studied at the Beginning Level and situations such as the following appropriate to his age, maturity, and grade level.

1. Travel matters (routes, hotels, tickets, reservations, passports, field trips, maps, camps)

2. Government (local, state, and national governments; political parties)

3. Major sports

4. Current events

5. Job hunting

6. Plans after graduation (secondary students only)

I. Listening

A. The student listens to and understands the following structures:

1. Those structures studied at Beginning Level

2. Conjunctions: *but, and;* intensifiers: *too, very, so*

3. *Either – or, neither – nor*

4. Contrast of verbs in the past continuous, present, past perfect, present continuous, and past tenses

5. Auxiliary verbs: *can, could, will, would, may, might, must, should, ought to, have to*

6. Postnominal phrases, e.g., The boy *with red hair*; the boy *on the sidewalk*; the boy *driving the car*

7. Dependent clauses, e.g., *When I go to Mexico*, I speak Spanish. I speak Spanish *when I go to Mexico*.

8. Conditional sentences, e.g., I will go *if it doesn't rain*.

9. Passive voice, e.g., *He was bitten* by the dog.

10. Multiple adjectives, e.g., They live in a *big, brick* house.

11. Multiple adverbs, e.g., She arrived *very early yesterday*.

B. The student listens and responds to the sounds, accents, rhythm, and intonation patterns of English in more complex sentences than those used at the Beginning Level.

C. The student listens to and responds to the following situations:

1. Most of the content of a dialogue, conversation, classroom lectures, discussions, radio broadcasts, and T.V. programs

2. Unfamiliar phrases and words through sensible guessing within the context of a familiar subject

3. Material on familiar subjects after two or three readings

4. Common slang and colloquialisms

II. Speaking

The student speaks with good rhythm, intonation, stress, and pronunciation at the normal rate of speed. He is able to imitate accurately utterances that are longer and more complex than those studied at the Beginning Level. He should be more accurate, have greater habitual control, and respond more quickly and fluently than at the previous level.

A. The student uses the following structures:

1. Those studied at Beginning Level

2. Conjunctions: *but, and;* intensifiers: *too, very, so*

3. *Either – or, neither – nor*

4. Contrast of verbs in the past continuous, present, past perfect, present continuous, and past tenses

5. Auxiliary verbs: *can, could, will, would, may, might, must, should, ought to, have to*

6. Postnominal phrases: e.g., The boy *with red hair*; the boy *on the sidewalk*, the boy *driving the car*

7. Dependent clauses, e.g., *When I go to Mexico*, I speak Spanish. I speak Spanish *when I go to Mexico*.

8. Conditional sentences, e.g., I will go *if it doesn't rain.*

9. Passive voice, e.g., He *was bitten* by the dog.

10. Multiple adjectives, e.g., They live in a *big, brick* house.

11. Multiple adverbs, e.g., She arrived *very early yesterday.*

B. The student imitates accurately utterances that are longer and more complex than previously studied and pronounces correctly most English sounds.

C. The student participates in controlled conversations by answering more complex questions, giving short summaries of familiar subjects, and by stating his own ideas.

D. Original

The student initiates conversation.

III. Reading

Much of the material read at the Intermediate Level is a recombination of known lexical and structural items. In addition, the ESOL student will need to begin to develop the reading skills he will be called upon to use in the regular classroom. Some of the purposes for reading and the skills to be used are listed on the following page.

Purpose for reading	Skill required
Gaining information	1. Locate answers to specific questions
	2. Recognize important details
	3. Locate topic sentence
	4. Find main idea
	5. Skim for important detail
	6. Scan for general idea
Following directions	1. Respond correctly to test questions
	2. Understand and carry out directions on labels and cautions
Understanding forms (beginning 5th grade)	1. Read school registration forms (class schedule, enrollment)
	2. Read personal information forms (e.g., place of birth, father's name, mother's maiden name, parent's occupation, etc.)
	3. Read application for driver's license, job, social security number

Reading for pleasure

The extent to which these units are to be developed would be dependent on the age, maturity, and grade level of the student.

IV. Writing

Written work is spelled correctly and reflects the correct use of the vocabulary and structures previously learned aurally-orally.

A. Directed written work

1. The student spells vocabulary words and structures studied for active use at this level.

2. The student writes from dictation simple paragraphs.

B. Controlled written work

1. The student writes short answers to concrete questions.

2. The student writes structures studied orally.

3. The student writes short descriptive and narrative paragraphs.

4. The student writes short summaries on material heard or read.

5. The student uses outline form.

6. The student fills out personal information forms.

7. The student takes notes from appropriate printed material.

C. Free Composition

1. The student writes friendly and business letters.

2. The student writes descriptive and narrative paragraphs.

Because of the difficulty of mastering the skill of writing in a new language, even after the ESOL student has completed the Intermediate Level of ESOL, his ability to do free composition in the regular classroom will be extremely limited.

CONTENT OUTLINE FOR INSTRUCTIONAL UNITS
BEGINNING LEVEL

UNIT I. CLASSROOM AND SCHOOL PROCEDURES

I. Structure

A. Verbs

1. Simple present (I *walk* to school every day.)

2. Present continuous (He *is walking* to the library.)

to walk	to listen
to write	to have
to be	

B. Contractions: *to be (I'm, your're, he's,* etc.)

C. Singular and plural

1. Regular nouns

2. Pronouns

D. Sentence patterns

N + V	(Mary is writing.)
N + V + N	(Mary is writing a letter.)
N + V + A	(The book is red.)
N + V + Prep. Phrase	(I'm from _____.)

E. Determiners: *a, an, the*

II. Sounds:

sit	seat
they	then

III. Vocabulary

A. People

teacher	nurse
secretary	custodian
principal	cafeteria worker
boy	counselor
girl	librarian
man	art teacher
woman	music teacher
pupil	physical education teacher
student	titles (Dr., Mr., Mrs., Miss, Ms.)

B. Schedules and Procedures

School begins at 9 o'clock.
first period, second period, etc.
report cards
semester break
committees
centers
late, tardy, early
Class is dismissed.
school closing announcements
(such as snow days)

C. Rooms

bathroom
girls' room
boys' room
lavatory
office
library
cafeteria
gym
playground
auditorium
all-purpose room
nurse's office
hall

D. Immediate classroom

1. Instructional materials

pencil
paper
chalk
pen
book
picture
workbook
notebook
eraser
map
folder
ruler
calendar

2. Parts of room

window
door
floor
ceiling
wall
drinking fountain
water fountain
front
back
blackboard
bulletin board

3. Furniture

desk
chair
table
bookcase
file cabinet
wastepaper basket

4. Subjects

English	geography
reading	art
arithmetic	music
math	home economics
science	physical education
social studies	language arts
history	

5. Names of colors

white	green
black	brown
red	purple
blue	pink
yellow	orange

E. Miscellaneous Vocabulary

Names of appropriate countries, languages, and nationalities

UNIT II FOOD

I. Structure

A. Demonstrative adjectives in singular and plural

this	that
these	those

B. Review of plurals

C. Questions with verb *to be* (Am I the student?)

D. Verbs in present continuous tense

to eat	to bring
to drink	to stay
to taste	to go
to cook	to carry
to buy	

E. Sentence pattern N + V + C (prepositional phrases)

(I'm going *to the cafeteria.*)

F. Prepositions

on, off, to

G. Introducers

here is	here are
there is	there are

II. Sounds

pit	bit
foot	food

III. Vocabulary

A. Meals: breakfast, lunch, dinner, supper

B. Fruits: apple, apricot, banana, cherry, grape, grapefruit, lemon, orange, peach, pear, plum, strawberry, pineapple, coconut

C. Vegetables: bean, carrot, lettuce, pea, potato, radish, squash, tomato, corn, cabbage, onion

D. Dairy products: milk, cream, butter, cheese, egg, ice cream, yogurt

E. Meats: chicken, ham, hamburger, meat loaf, hot dog, sausage, steak, veal, lamb, pork, bacon

F. Drinks: milk, juice, milk shake, Coca Cola, Coke, coffee, tea, root beer, soda

G. Miscellaneous: ketchup, mustard, rice, bread, sandwich, menu

H. Table settings: knife, fork, spoon, napkin, tablecloth

I. Eating places: kitchen, dining room, cafeteria, restaurant

UNIT III. SOCIAL FORMULAS

I. Structure

A. Interrogative sentences

1. Using interrogative words

who	why
when	where
what	how

2. Using *do* or *does* (Do you eat lunch in school? Does he eat lunch in school?)

B. Verbs in present and present continuous tenses

to go	to learn
to come	to stay
to like	to study

to have (long form and contraction)

C. Possessive adjectives: *my, your, his,* etc.

D. Courtesy expressions: *please, thank you, may I, could I should I*

E. Prepositions: *in, out, before, after*

F. Sentence pattern N + V + DO + prepositional phrase

(I put it in the drawer. I put the book on the desk.)

II. Sounds

rate	late
bet	bait

III. Vocabulary

Hello.
Good morning. Good afternoon. Good evening.
How are you?
I'm fine, thanks.
I'd like you to meet my friend. I'd like you to meet my teacher. I'd like you to meet my mother.
This is my friend. This is my teacher, etc.
Goodbye.
I'll see you later.
Please.
Thank you.
You're welcome.
Excuse me.
Pardon me.

IV. Suggested activities

Visit and greet school personnel

UNIT IV. NUMBERS, SHAPES, AND MEASUREMENTS

I. Structure

A. Verbs in present, present continuous, and past tenses

to be	to tell
to ask	to count

B. Negative sentences – contraction of *do not, does not*

short answers
(No, they *don't.* No, he *doesn't.*)
long answers
(No, they *don't* feel the cold.
No, he *doesn't* see the teacher.)

C. Miscellaneous expressions (idioms)

right now	big deal
great big	on time
short cut	

D. Prepositions

at	over
on	under
before	above
after	

E. Comparison of adjectives (adjective + *er, est* – bigg*er*, bigg*est*)

F. Adverbials

next
then
last

II. Sounds

berry	very
cut	cot

III. Vocabulary

A. Words

1. Numbers

a) cardinals: 1-1000
b) ordinals 1st-31st

2. Time

a) days of week
b) dates
c) months
d) seasons
e) clock
hour, half hour,
a quarter of, a quarter to,
a quarter past, a quarter after

3. Miscellaneous

yesterday	some
today	none
tomorrow	any
pair	

B. Expressions

1. Addresses

Where do you live?
What is your address?
My address is . . . .

2. Telephone numbers

What is your telephone number?
My phone number is . . . .

3. Mathematical terms

a) signs: +, −, x, ÷

b) measurement: foot, yard, inch, pint, quart, gallon, a half of, a whole

c) shapes: circle, square, triangle, rectangle

d) metric system vocabulary

C. Opposites

big, small
big, little
all, none

tall, short
long, short

IV. Suggested Activities

A. Student tells name, address, phone number, and dials phone number.

B. Student tells time on a par with native speakers of English of their age.

UNIT V. HEALTH AND SAFETY

I. Structure

A. Irregular plurals

men	teeth
women	feet
children	

B. Possessive nouns: *boy's, boys'; lady's, ladies'*

C. Linking verbs in present, present continuous, and past tenses

to feel	to look
to taste	to smell

D. Verbs in present and past tenses

to go	to walk
to leave	to drive
to help	to run
to wash	to ride
to close	to hurry
to open	to put

E. Imperative verb forms

F. Preposition: *into*

II. Sounds

chin	shin
pet	pat
pot	put

III. Vocabulary

A. Parts of the body

B. Health expressions

How do you feel?

I'm fine.
I don't feel well.
I'm sick.
I have a headache. My head aches.
My head hurts.
I have a toothache.
I have an earache. My ear hurts.
I have a sore throat. My throat hurts.
I have a stomachache. My stomach aches.
I have a cold.
I have a fever.
I'm sleepy.
I'm tired.
I'm thirsty.
I'm hungry.
I'm hot.
I'm cold.
May I leave the room?
May I go to the bathroom?

C. Safety

Being careful	Stop! Look! Listen!
Avoiding danger	Don't burn yourself.
Entering	Keep to the right.
Exiting	Walk. Don't run. Don't push.
Observing traffic signals	

D. Miscellaneous

hospital	toothpaste
band aid	ambulance
kleenex	fever
soap	

UNIT VI. WEATHER, SEASONS, AND CLIMATE

I. Structure

A. Irregular plurals

leaves	loaves
lives	knives

B. Sentence pattern N + V + A + N (I have a brown raincoat.)

C. Contraction of *do not (don't)*

D. Negative sentences in present tense (I *do not* have a raincoat. I *don't* have a raincoat.)

E. Verbs

1. Past tense

to bring	to take
to like	to have

2. Present, present continuous, past

to give	to fall
to buy	to skate
to sell	to plant
to look at	to mow
to come	

F. Comparison of adjectives

1. Comparative

more + adjective (This picture is *more beautiful* than that one.)

2. Superlative

most + adjective (Mary is the *most beautiful* girl I know.)

3. Other comparisons

as _____ *as* (Mary is *as* tall *as* John.)

the same as (This book is *the same as* that book.)

different from (This book is *different from* that one.)

as many as (You have *as many books* as I have.)

more than (You have *more money than* I have.) (You have more books than I have.)

less than (You have *less money than* I have.)

fewer than (You have *fewer books than* I have.)

II. Sounds

*ch*eap *j*eep

III. Vocabulary

cold
hot
warm
cool
rainy
sunny
windy
cloudy
pleasant
foggy
morning
afternoon
evening
day
night
snow
rain
thunder
lightning
fog
seasons
summer
dry
beautiful
boat
intelligent
fall
autumn
winter
spring
ice
freezing
umbrella
shovel
rake
lawn mower
flower
skate
tree
plant
garden
seed
leaf
raincoat
rubbers
sun
moon
stars
weather

UNIT VII. SHOPPING FOR FOOD AND CLOTHING

I. Structure

A. Interrogative sentences in past tense, e.g., Did you buy a new dress?

B. Short answers in past tense, e.g., Yes, I did. No, I didn't.

C. Sentence pattern N + V + IO + DO (I sold her a dress.)

D. Use of *how much* and *how many*

E. Use of *some, any, all, none*

F. Verbs in present, present continuous, and past tenses

to wear	to button up
to try on	to zip up
to put on	to unzip
to take off	to cost – 3rd person
to dress	to buy
to undress	to sell

G. Use of future with verb *to go.* (I *am going* to buy a new hat.)

II. Sounds

wine, vine, state

III. Vocabulary

A. **Clothing**

skirt	coat	slip
blouse	sweater	cap
dress	jacket	mittens
stockings	shirt	shorts
hose	pants	panties
socks	trousers	T-shirt
jewelry	slacks	vest
hat	belt	diaper
scarf	size	
bra (brassiere)	girdle	
pantyhose	garter belt	
garter	gloves	

B. **Food**
supermarket
checkout counter
cashier
cash register
shopping cart
check
bakery counter
frozen foods

C. **Miscellaneous**
cheap
expensive
too much
shopping center
mall

UNIT VIII. FAMILY AND OCCUPATIONS

I. Structure

A. Negative past tense (He *didn't* work yesterday.)

B. Verbs in past tense

to eat	to see
to drink	to touch
to feel	to work
to taste	to cook
to smell	to walk

C. Use of indefinite pronouns

somebody	anybody
someone	anyone
nobody	everybody
no one	everyone

D. Possessive pronouns: *mine, yours, his,* etc.

E. Idioms

takes after, looks like, is like

F. Abbreviations

(Mr., Mrs., Ms., Dr., days of the week, months)

G. Tag questions

(He's your brother, *isn't he*?)

H. Prepositions: *over, under*

II. Sounds: desks, masks

III. Vocabulary

mother
father
daddy
dad
parents
foster parents
guardian
sister
brother
aunt
uncle
son
daughter
child
cousin
grandmother
grandma
grandfather
grandpa
grandparents
niece
nephew
carpenter
barber
plumber
dentist
teacher
clerk
secretary
nurse
farmer
diplomat
waiter
garage mechanic
gas station attendant
doctor
newspaper boy
delivery man
taxi driver
lawyer
engineer
architect
salesman
saleslady
beautician
soldier

UNIT IX. HOME AND COMMUNITY

I. Structure

A. Verbs: use of *can, want to*

B. Use of directions

to the right	up the street
to the left	down the street
straight ahead	across the street
north	
south	
east	
west	

C. Negative questions in the past tense with negative and affirmative answers

(Didn't the boy bring the newspaper? Yes, he did. No, he didn't.)

D. More difficult adjectives

careful	patient
quick	efficient
accurate	

E. Adverbs of place

upstairs	here
downstairs	there
inside	everywhere
outside	

F. Sentence pattern N + V + adverb of time or place

(He came early. He went upstairs.)

G. Contrast use of present with present continuous

(I study every day, at night, and in school. I am studying now.)

H. Collective nouns

class	chorus
choir	staff
team	group

I. Prepositions

toward	far from
between	next to
up	in front of
far	in back of
down	across

II. Sounds

bird, word, heard, herd, hurt
bus, buzz

III. Vocabulary

A. Stores and shops

supermarket	cleaners
beauty parlor	gas station
bakery	barber shop

B. Public buildings

police station	library
fire station	school
firehouse	community center
post office	church

C. Places of recreational interest

park	movie
pool	theater

D. Residences

Types: apartment, house, townhouse, condominium

E. Furniture

sofa	buffet
chair	dresser
table	coffee table
end table	bureau
bed	chest of drawers
bunk bed	bookcase
night table	cot

F. Furnishings

lamp	carpet
ash tray	rug
curtain	mirror
drapes	

G. Equipment

dishwasher	bathtub
washer	toilet
dryer	sink
stove	wash basin
refrigerator	

UNIT X. RECREATION

I. Structure

A. Frequency adverbs

always	sometimes
never	often
sometimes	seldom
usually	

B. Use of present tense with frequency adverbs

(He *always* speaks English.)

C. Compound subjects and predicates

1. He plays *football* and *basketball.*

2. *Mary* and *Jane* are playing tennis.

3. They are *running* and *throwing.*

D. Verbs in future tense – all verbs previously studied

(I *will see* you later.)

E. Contraction of *will*

(I'll)

F. Difference between *mass* and *count* nouns

Mass nouns such as water, milk, food, air, and sunshine are not usually used in the plural.

Count nouns such as ball, bat, bicycle, and game can be used in singular and plural.

G. Use of *much, more, many*

H. *Present perfect tense of all verbs studied*

(I *have played* this game many times.)

I. Prepositions: *beside, among, between*

II. Sounds

Consonant sounds in final position

tap, tab, tot, toad, tack, tag

III. Vocabulary

vacation	movies
football	beach
baseball	swimming pool
soccer	holiday
tennis	zoo
basketball	ride a bicycle
picnic	music
television	play the piano
TV	watch television
radio	

UNIT XI. TRANSPORTATION

An excellent culminating activity for the Beginning Level ESOL class would be a field trip planned by the ESOL students and teacher. It would provide them with an opportunity to put to very practical use the English they have been studying.

I. Structure

A. Adverbs of manner

quickly	softly
rapidly	carefully
quietly	slowly
patiently	

B. Comparative and superlative of adverbs

C. Verbs in the past perfect tense – (He *had* never *done* that before.)

D. Position of adverb in present perfect and past perfect tenses (I *have* never *done* that. I *had* never *eaten* in that restaurant until today.)

E. Possessive pronouns: *mine, yours, his,* etc.

F. Difference between *their, they're,* and *there*

G. Prepositions

in front of, next to

H. Use of reflexive pronouns

(myself, yourself, etc.)

I. Idioms

take a walk	to run out of
take place	to take off (The plane takes off.)
to make good time	to slow down
to break down	to blow out

II. Sounds

either	ether	thin	tin
ladder	lather	cat	caught
thick	sick	boat	bought

III. Vocabulary

auto	airport
automobile	train station
bus	railroad
car	bus station
train	bus stop
plane	ticket office
airplane	wheel
bicycle	horn
motor bike	tire
motorcycle	gas
boat	oil
ship	battery

OUTLINE FOR STRUCTURAL UNITS
INTERMEDIATE LEVEL

UNIT I. USE OF CONJUNCTIONS: *AND* AND *BUT*

John likes ice cream *and* so do I.

John likes ice cream *and* I do too.

John likes ice cream *but* I don't.

John doesn't like ice cream *and* neither does Bill.

And is used to connect things of equal value.

But is used to connect things of unequal value and indicates contrast.

UNIT II. USE OF *EITHER – OR, NEITHER – NOR*

I don't like ice cream and John doesn't *either.*

I don't like ice cream and *neither* does John.

You may have one book. You may have *either* this book *or* that one.

You can't have any of these books. You may have *neither* this one *nor* that one.

Either is used for the affirmative and indicates a choice.

Neither is used with an affirmative verb but is used to indicate the negative.

UNIT III. INTENSIFIERS

The coffee is too hot to drink. (I cannot drink it.)

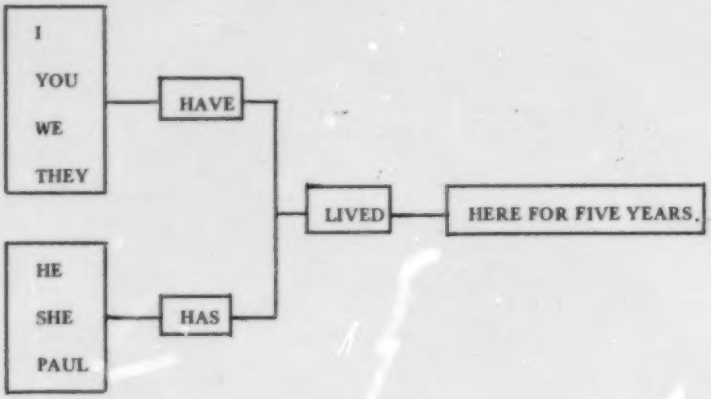
The coffee was so hot that I burned my tongue. (Some kind of clause must be used after *so*. It is *so* warm *we will stay inside*.)

The coffee is very hot. (Nothing more is necessary.)

UNIT IV. USE OF PAST TENSES

A. *Perfect Tenses* are constructed with the appropriate form of have (has, have, had) + the past participle of the main verb.

B. *Present perfect tense* expresses activities in the past, but that are related in the mind of the speaker at the moment of speaking.

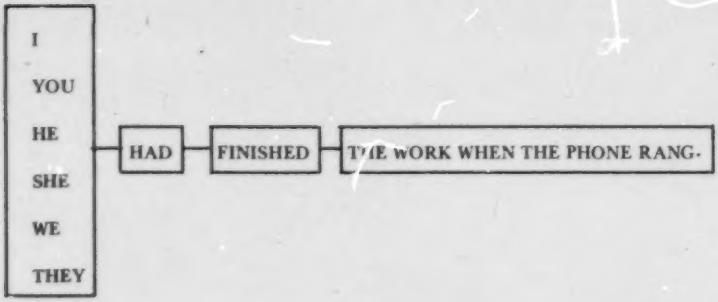


Examples:

I have lived here for five years.

Have you lived here for five years? Yes, I have. No, I haven't.

C. *Past perfect tense* expresses activities that existed or occurred either before another activity in the past or before a point of time in the past.



Examples:

He had finished his work when the phone rang.

Had he finished his work when the phone rang?

Yes, he had. No, he hadn't.

D. *Irregular past forms.* Verbs listed below are given only to aid the teacher and should be taught to students only when appropriate.

1. No change in the base.

cut	set
spread	cost
hit	shut
put	hurt

Examples:

John has hit the ball over the fence many times.

Has John hit the ball over the fence many times? Yes, he has. No, he hasn't.

John had hit the ball over the fence when we came in.

Had John hit the ball over the fence when we came in? Yes, he had. No, he hadn't.

2. Change: the /d/ of the base changes to /t/ but the vowel of the base does not change.

build	built	built
send	sent	sent
lend	lent	lent
bend	bent	bent
spend	spent	spent

Examples:

She has lent the book many times.

Has she lent the book many times? Yes, she has. No, she hasn't.

Had she lent the book before class started?

She had lent the book before class started.

3. Change of the vowel in the base.

meet	met	met
feed	fed	fed
bleed	bled	bled

Examples:

You have met my friend many times.

Have you met my friend many times? Yes, I have. No, I haven't.

Had you met my friend before? Yes, I had. No, I hadn't.

4. Change in the vowel of the base, but no change in the spelling.

read	read	read

5. The consonant /t/ is added and the vowel changes.

sleep	slept	slept
creep	crept	crept
keep	kept	kept
deal	dealt	dealt
feel	felt	felt
sweep	swept	swept
weep	wept	wept
kneel	knelt	knelt

6. The consonant /t/ is added and the vowel changes.

bring	brought	brought
think	thought	thought
catch	caught	caught
teach	taught	taught
buy	bought	bought

7. The final consonant stays the same, but the vowel changes.

dig	dug	dug
win	won	won
hang	hung	hung
strike	struck	struck
sting	stung	stung
fight	fought	fought
find	found	found

8. Addition of – (e)n – same vowel in the past and participle.

bite	bit	bitten
break	broke	broken
choose	chose	chosen
forget	forgot	forgotten
speak	spoke	spoken
steal	stole	stolen
wear	wore	worn

9. Changes in vowel in the past tense and past participle.

drive	drove	driven
ride	rode	ridden
write	wrote	written
rise	rose	risen

10. Different vowel in the past tense, but the base and past participle are the same.

run	ran	run
come	came	come

E. *Present Perfect Continuous* emphasizes the continuous nature of the activity.

Past	THE GREENS	LIVED	IN BOSTON FOR TWO YEARS BEFORE THEY MOVED.
Present Perfect	THE GREENS	HAVE LIVED	IN BOSTON FOR TWO YEARS.
Present Perfect Continuous	THE GREENS	HAVE BEEN LIVING	IN BOSTON FOR TWO YEARS.

Examples:

They have been working all day.

Have they been working all day? Yes, they have. No, they haven't.

F. *Past Continuous Tense*

	SUBJECT	PREDICATE			
		aux	main verb	object	adverbs
Present Progressive	I	am	reading	the book	now.
	JOHN	is	reading	the book	now.
	THE BOYS	are	reading	the book	now.
Past	I	was			at home last night.
	JOHN	was			at home last night.
	THE BOYS	were			at home last night.
Past Continuous	I	was	reading	the book	when they arrived.
	JOHN	was	reading	the book	when they arrived.
	THE BOYS	were	reading	the book	when they arrived.

Examples:

1. Mr. Jones was eating when we arrived last night.

Was Mr. Jones eating when you arrived last night? Yes, he was. No, he wasn't.

2. What were you doing last night when John came?

I was reading last night when John came.

What were they doing last night when John came?

They were playing in the yard.

UNIT V. AUXILIARY VERBS

A. *can/could*

If I have a pencil, I *can* write. If she practices, she *can* dance well.

If I had a pencil, I *could* write. If she practiced, she *could* dance well.

B. *can/may* = "may" indicates permission

Joe lives only two blocks from school. He *can* walk to school in a few minutes.

Joe's dog *can* walk to school with him.

Joe *may* come into the school at 8:10 a.m. He *may not* bring the dog into the school.

May I use the telephone, please? Yes, you *may*.

C. *can = be able to*

Sue *can* carry this box because it's not too heavy. She *is able to* carry this box.

They *can* paint the walls of one room in six hours. They *are able* to paint the walls of one room in six hours.

D. *will/would*

If I arrive early, I *will* call you from the airport.

If he arrived early, he *would* call us from the airport.

When the new museum opens, we *will* go to see the exhibits.

If they opened the window, a lot of flies *would* get into the house.

E. *might* = This is something that is *not sure*, but possible.

If you read the classified ads in the newspaper, you *might* find a good job offer.

I'm going to take an umbrella along because it *might* rain.

If he falls down the stairs, he *might* break his ankle.

You *might* find the type of store you need by looking in the Yellow Pages section of the telephone directory.

F. *must = have to*

Both these words tell you that an action is required, that there is no choice.

Mustn't does not equal – *don't have to.* (*Mustn't* has a stronger meaning.)

In order to participate in the basketball game, he *must* wear sneakers (tennis shoes).

Every citizen *has to* register before he can vote in an election.

In order to receive a driver's license, you *have to* pass a test given by the State Department of Motor Vehicles.

G. *should = ought to*

Both these words tell you that an action is *not* required, but that it would be a good idea, or a nice thing to do.

If someone does a favor for you, you *should* say, "Thank you."

If a girl has long hair, she *ought to* have it trimmed every six weeks. Trimming keeps the hair neat and strong.

To enjoy good health, everyone *should* try to get some exercise at least once a day.

UNIT VI. MULTIPLE ADJECTIVES

In English the *order* of multiple adjectives *is very important.* The charts that follow show the order of types of adjectives that can come before the noun. The different examples show several types of words that can go in each slot. *It is not necessary* for children *to learn sentences with long strings of adjectives* since sentences with more than three adjectives before the noun are rare. *It is important* that students *learn to put together any two or three adjectives* that they know, and *have each adjective in its proper place.*

The following instructional objectives should be mastered in the four skills (listening, speaking, reading, writing) appropriate to the age, grade level, and maturity of the student.

Objective:

The student can understand and use accurately sentences with two or three adjectives before the noun. (Adjectives must be in proper order.)

Determiner or Possessive	Ordinal	Quantity	Quality	Size Height Length	Age Temperature	Color Origin Location	Noun	Subject	Verb
The	first	two	nice	big	new	green	ping pong	tables	are sold.
Bob's		few		small		suburban		stores	
Your	last	three		little				puppies	
His				thick		English	choco-late	bar	was sold.
A			nasty		cold	gray		day	was coming.
My					six-week-old	English	sheep	dog	

UNIT VII. POSTNOMINAL PHRASES

Student will use prepositional phrases after the noun accurately.

A. The boy *with red hair* is my friend.

B. The girl *in the green dress* lives here.

UNIT VIII. ADVERBS

Student will use adverbs of place, manner, and time accurately.

Subject & Verb	Object	Place	Manner	Time
She went		to a concert	with me	last week.
He likes	candy		very much.	
I drove	my car	to Mexico		last year.
We gave	her a box	at the party		last night.
I studied	the words	in the book	carefully	last night.
He was		there	for a while	yesterday.

UNIT IX. DEPENDENT CLAUSES (SUBORDINATE CLAUSES)

A clause is a group of words containing a subject and a verb but which is not a complete sentence. It is used together with an independent clause.

A. Adjective Clauses (clauses modifying nouns)

Use relative pronouns *who, which, that, whom, whose.*

1. $N + \left\{ \begin{array}{c} \text{clause} \\ \underline{N + V + O} \end{array} \right\} + V + O$

The boy (*who* has a red sweater) is eating lunch.

The man *who* is standing over there is from Cuba.

George's uncle *who* speaks French is going to France.

2. N + { clause / O + N + V } + V + O

The girl (*whom* you met yesterday) is coming over.

The book *which* you gave me is interesting.

The man *whom* Mary danced with is my friend.

3. N + V + O + { clause / O + N + V }

The boy is eating the lunch (*that* his mother prepared).

Mary showed me the book *that* she bought.

He liked the movie *that* he saw.

4. N + V + O + { clause / N + V + O }

He read the book (*that* is on the table).

She liked the movie *that* is playing.

5. N + { clause / N + V } + V

The boy (*whose* sister is in your class) is here.

6. N + { clause / O + N + V } + V

The boy (*whose* sister you met) is here.

B. Adverbial Clauses (those which express place or time)

1. Time: *when, before, after, until, while*

$$N + V + O + \left\{ \begin{array}{c} \text{time clause} \\ \underline{\text{subordinator} + N + V + O} \end{array} \right\}$$

She (studies) / (will study) Spanish (*when* she comes home).

He (does) / (will do) his homework (*before* he watches T.V.).

He (does not) / (will not) watch T.V. (*until* he does his homework).

The order for adverbial clauses of time may be reversed:

Example:

When she comes in, she will study.

Before he watches T.V., he will study.

When the dependent clause precedes the independent (main) clause, it is set off by a comma.

2. Place:

$$N + V + (O) + \left\{ \begin{array}{c} \text{adverbial clause} \\ \underline{\text{subordinator} + N + V + O} \end{array} \right\}$$

Mary put the book (where she found it).

They should study (where it is quiet).

3. Cause and result:

$$N + V + \left\{ \begin{array}{c} \text{adverbial clause} \\ \underline{\text{subordinator} + N + V + C + O} \end{array} \right\}$$

She studies (because she wants to get good grades).

UNIT X. PASSIVE VOICE*

Active

1. The mayor welcomed the diplomat.
2. The secretary will read the report.
3. We hold classes here.

Passive

1. The diplomat was welcomed by the mayor.
2. The report will be read by the secretary.
3. Classes are held here.

*R. E. Hayden, *et. al., Mastering American English: A Handbook-Workbook of Essentials* (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1956) pp. 109-110.

In these examples, the direct object in the active construction becomes the subject in the passive. Often the subject in the active is retained as an agent in the passive, as expressed in the phrases *by the mayor* and *by the secretary*. Sometimes the subject is not retained as an agent, as in "Classes are held here."

The verb forms in the passive construction are composed of the auxiliary verb *be* in the appropriate tense plus the past participle of the principal verb.

Examples:

I am invited.
He was invited.
You are invited.
We have been invited.
They will be invited.
They are going to be invited.

Although the active construction is used more frequently in English than the passive, there are certain situations when the passive seems more effective or appropriate. The passive construction is often used in the following situations:

1. The speaker considers the performer of the act expressed by the verb unimportant or not essential to the meaning he wishes to convey.

   Harvard *was founded* in 1636.

   The United Nations Charter *was signed* in 1945.

   George *was wounded* in the war.

2. The speaker wishes to emphasize the *receiver* of the activity expressed by the verb (the subject in the passive construction).

   The man *was hit* by a speeding car.

   The book *was given* to me by my instructor.

3. The speaker wishes to make a statement seem objective or impersonal.

   It *is believed* that the political situation is critical.

   It *is thought* by experts that the project will fail.

UNIT XI. INTRODUCTORY *IF* CLAUSES

A. Concept of *if* clauses. Distinction between *main* (result) clause and *conditional* clause. Subordination. Order of the sentences in the compound clause:

   Main sentence + conditional sentence: I will study if you come.

   Conditional sentence + main sentence: If you come, I will study.

B. Correlation of tenses between the main and the conditional sentences in the clause.

   1. *Example:* If I finish my homework, I'll go to the movie.

Situation: present and real, expressed by the conditional (if) sentence.

Verb tenses: If sentence: simple present tense
Main sentence: will or can + verb

2. *Example:* If I finished my homework, I would go to the movie.

Situation: less likely, less probable, unreal, or imaginary.

Verb tenses: If sentence: simple past tense
Main sentence: would + verb

When the *if* sentence is in past tense, *could* replaces *can* in the main sentence, e.g., If they studied they *could* go.

3. *Example:* If Ann had finished, she would have passed the test.

Situation: past and unreal, contrary to facts.

Verb tenses: If clause: past perfect tense
Main clause: would, could, or might + present perfect tense

CONCLUSION

The ESOL *Instructional Objectives and Content Outline* identify vocabulary and grammatical structures which should have been mastered by the student who has completed the Beginning and Intermediate Levels of the program.

After completing these two levels of ESOL, most students will still require additional help in the four language skills (listening, speaking, reading, and writing) in order to work successfully in the regular classroom.

Familiarity with the ESOL instructional objectives will enable teachers, counselors, and administrators to set realistic goals for the student.